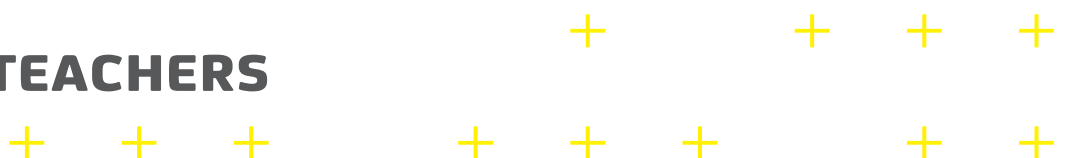


Helping Students Recover from Cyclone Winston

TIPS FOR TEACHERS





To Teachers

You have just gone through (experienced) a terrible tragedy, and your situation now is still probably very difficult. Please take good care of yourself, as well as your students and your colleagues.

Helping people recover from trauma (distress/shock) is rewarding work, but also very stressful. Some teachers will be suffering trauma themselves. It will be difficult for teachers to be always calm, positive and reassuring with the students.

If you are feeling stressed (anxious), talk to your colleagues. Be a good listener if your colleagues need to talk to you. Work as a team with other teachers, and give each other as much support as possible.



Helping Students Recover from Cyclone Winston **TIPS FOR TEACHERS**

Your students have all suffered from Cyclone Winston. Many will still be suffering great hardship in their lives. Their behaviour will probably be different to student behaviour before the cyclone. It will be difficult for them to concentrate and learn. They will need your love, care and patience.

This information is provided to help you understand their needs.

Recovering from a traumatic event

When people experience an event like Cyclone Winston, they suffer great fear and loss, and their normal life is destroyed. They become deeply shocked. This is called trauma.

Each person is affected by trauma in their own way. Some people will recover quickly. Some people will need special support from others to recover.

Children's trauma is often very severe. This is because children use 'normal life' to help them feel safe, and to guide their natural development.

To help traumatised children, it is very important to rebuild their 'normal life' as soon as possible. Providing access to school is an important step. Teachers can also assist trauma recovery by using special activities with their students.

Signs that children are suffering from trauma

Here are child behaviours that often indicate trauma;

- often afraid or anxious
- lacking trust in others
- not able to concentrate
- depressed, lacking hope
- body pains
- feel guilty (for surviving)
- behaving like a younger child
- withdrawn (not communicating with others)
- passive (not interested in play)
- aggressive or uncontrolled behaviour
- constantly reliving the traumatic event by talking about it, role playing it or drawing it

What do children suffering trauma need?

- They need to feel safe
- They need to be able to trust and rely on the adults caring for them
- They need to feel that they belong
- They need reassurance that it is normal to feel sad and afraid, but these feelings will pass with time
- They need to feel hopeful.



What can teachers do to support students' recovery?

Behaviour: There are 5 main teachers' behaviours that support recovery:

- 1 Listen:** be willing to listen and talk about the cyclone events
- 2 Protect:** care about the safety and well being of each student
- 3 Connect:** be open to working with others in your school and community
- 4 Model:** be a positive role model for students
- 5 Teach:** be willing to teach for recovery (not just the curriculum)

Actions: There are 3 main teachers' actions that support recovery:

1 Establish a safe learning environment

- make the school a safe, 'fear-free' and welcoming place for all students, and make the learning area as comfortable as possible
- be tolerant, patient, understanding, calm and trustworthy, and show that you care about each student's welfare.

2 Establish a regular class schedule

- make school feel 'normal' to the students: have a regular timetable, class rules and so on, and help students become familiar with them
- don't start with a full, normal learning program. Include special activities designed to assist recovery
- use a 'child centred' approach; use learning activities, small group work, materials, games, a variety of experiences

3 Instil a feeling of hope for the future.

By opening the school and establishing a 'normal' class program, you have already given the whole community hope for the future. Well done. Here are some other things to do:

- demonstrate a positive attitude about the future yourself. (If you are feeling stressed, try to calm yourself before going to your class. Talking about your feelings with other colleagues will help.)
- encourage and praise students
- make sure there are activities students enjoy in each day, including recreational and creative activities
- use activities and methods that help children to recover: encourage self expression through discussion, drama, drawing, and writing.



Contents

Introduction 01

- Class programme 02
- Teaching methods 02

Daily routines 03

- Morning routine 03
- Singing 06
- Rebuilding school and community activities 06

Opportunities for Self Expression 09

- Activities for expressing feelings 11
- Activities for building hope 14
- Activities for ridding self of bad feelings 15
- Topics for writing and/or drawing 16
- Making and using puppets 18

Physical Education, Sports and Games 19

- Recreational games 20
- Games in learning activities 22

How to use the book: “How Do I Feel?” 27

- How to introduce this book 28
- How you can use this book 28
- Questions to ask 29
- Adapting for children with disabilities and other special needs 33
- Things to remember 35

What is a cyclone 36

Introduction

Here are some examples of activities that will help students recover. Only a few examples are given:

- adapt the example activities to make them suitable for your class
- make up your own similar activities as well.

Plan your daily program thoroughly. It is a good idea to plan with other teachers -to support each other, and share the school resources. Here is some advice to help you start:

Do:

- Routine and enjoyable activities such as singing and games
- Let each activity take as long as is needed
- When students trust you, begin the 'self expression' activities
- Revise activities, but keep them short, active and fun
- Give time for students to get to know you and trust you
- Give time (and do activities) to build team spirit within the class
- Start the new curriculum learning only when students seem able to concentrate

Don't :

- Implement a regular class learning program as soon as school begins
- Force all students to participate in all activities (Especially don't force them to talk about the cyclone)

When talking about the cyclone:

Tell students that:

- some students will feel numb (unfeeling) and not interested in playing with others
- some students will still be thinking about the cyclone, and remembering bad things they have seen, even when trying to concentrate on school activities
- this is very upsetting for them, but it is a normal reaction to a bad event, that many people experience.

Reassure students that:

- soon these bad feelings, thoughts and memories will be replaced or fade away
- you are encouraging students to talk about the cyclone, because this will help them 'get past' these bad memories, and replace them with good thoughts.

Mention that:

- some students will not be experiencing these bad thoughts
- these students can help others by being good friends to them, and by encouraging others to participate in play and school activities.



Class programme

The school day is usually 9 periods of 40 minutes each (primary) or 6 periods of 60 minutes each (secondary) – depending on the teacher's program. Students may need a shorter day when they first return to school, especially if they are anxious and have difficulty concentrating.

EVERY DAY, begin with the 'morning routine' to help students settle down. After the morning routine, select lessons and activities that meet the students' needs.

IN THE FIRST COUPLE OF DAYS, involve students in informal activities. Let them draw. Involve them in setting up and decorating their classroom. Give them a lot of fun activities and games. This will give you a chance to observe each student's level of participation, interaction and concentration.

IN THE FIRST COUPLE OF WEEKS develop and begin a regular program with activities that are more structured (planned and organised). The regular program should include:

- classroom routines – sayings, bible/holy verses, morning talk, daily devotion, meditation, prayer, weekly theme
- recreation activities – controlled games like "Simon Says", sapui,
- self expression activities – such as writing a journal/ diary entry/ poetry etc.
- creative and cultural activities – mekes, folk songs, art work, use of items such as ice block sticks, sand, shells etc
- review of previous learning, and addition of new, necessary information.

After this time, gradually include new curriculum learning- make sure your lessons are child centred.

Teaching methods

Class learning activities should be active because all children learn well in this way. Use lots of games, physical activities and materials. Learning activities that require communication between students in small groups build cooperative relationships, a sense of belonging, and a sense of being competent and in control.

Plan thoroughly. Make learning objectives clear to students. Provide feedback and praise to students.

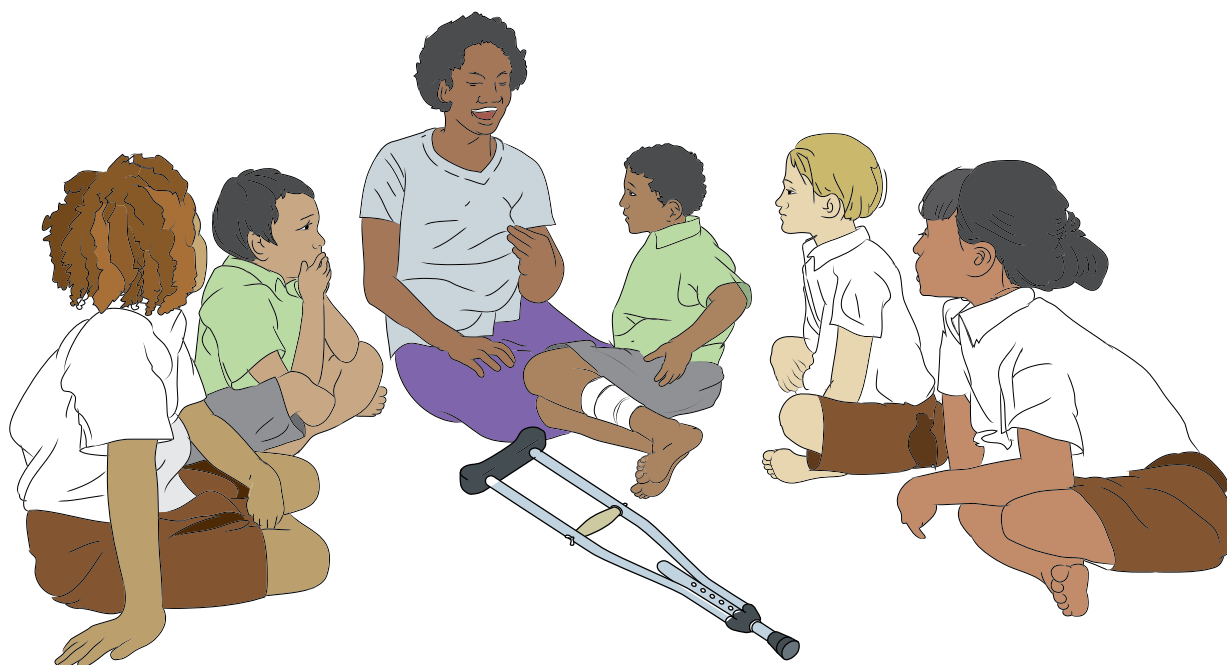
Students who don't join in activities

If some students don't want to participate, don't try to force them. Some students need more time to recover. Try to find ways to involve these students and gradually get them to talk by providing a child friendly space e.g create a space and organized activities to calm students who are reluctant to be part of the class activities. For example encourage their attention to lesson activities, (Oh look, this group has made a very interesting sentence for their picture. Let's listen while they read it to us./ Seru, can Ram read you his story?) and encourage them to watch and enjoy games and sports. (Did you see who crossed the winning line first?/ Was that ball in or out of the court?/ That was funny wasn't it.) Some children learn by observing others before they choose to participate themselves.

After several weeks, if some students continue to be very distressed or very withdrawn, they may need support that is more individual, and specialised. Discuss what should be done with other teachers and/or parents.

Daily routines

Objectives: build sense of security, sense of belonging, self expression, team work, concentration, playfulness



1. Morning routine

Do at the start of each day. Include timetable discussion, checking the attendance role, sharing news, singing songs.

a) Timetable discussion

With the class, create a classroom timetable display. Each morning discuss the agenda for the day, so students know what to expect. Highlight enjoyable activities. On Monday discuss the coming week. On Friday, discuss and review what happened during the week.

- **Adding health messages:** Discuss students' daily routines before and after school, and the importance to health of having regular meals, regular washing, enough sleep and enough leisure time. Ask students to tell what they do in leisure time....also what they would like to do. Emphasise actions students can take to maintain good health for selves and younger siblings.

b) Recording attendance

As you complete the attendance role, greet individual students as you call each name, demonstrate interest and pleasure that each student is present. If some students are absent, enquire about the reason. If some students are returning from absences, welcome their return to the class and ask reasons for absence (identify reasons for their absenteeism). Record attendance for different subjects and those who go out during class time.

Add interesting activities for students to do, while you are recording. Here are some examples:

- In a clear area (outside) stand in a circle. Teacher calls first name on the role, then throws a ball to that student. Teacher calls the next name, and the ball is thrown on to them, and so on to the end of the class list.

- When teacher calls the first name s/he passes something to this student (a toy, flower, puppet), when teacher calls the second name, the first student goes to the second student and gives the thing to them, and then takes their place in the circle, while the second student takes the thing to the next person whose name is called, and takes their place in the circle, and so on to the end of the list - last student takes the thing back to the teacher.
- Students in circle take turns to tell own name. Then go around the circle again and take turns to name something. Eg. name by colours (green leaves, blue sky, red skirt), or name one thing they like (I like ...kittens, baby birds, ice cream)
- After saying own name first student says an animal name, (eg Ben -toad) Everyone immediately acts like that animal (moving, calling out) until next student in circle calls out "Stop". Everyone stands to attention. Then second student calls out name, and then animal (Jake -snake). Again everyone acts like snake until third student calls "Stop". And so on until every student has called their name.
- Pass a ball or a stick around the circle to indicate whose turn to talk. Say the name of the student who passes the ball instead of own name.

Note: if the whole class is too big, break into smaller groups



c) News sharing time

There are many ways news sharing can be organised.

- One way is to raise a topic, and ask if any student has something to tell about that topic. Eg "Let's talk about family. Would anyone like to say something about family?"
- Another way is to ask if any student has any news they want to share with the class. When you first begin this activity you may have to model sharing news. Tell students something interesting you did or saw the evening before or on the weekend. Encourage students to tell good news or bad. Show interest. Help students to express their feelings about their news. Encourage class members to listen actively.

Student's news

Teacher's response

- | | |
|--|--|
| <p>○ Last night my relatives from Lautoka came to visit. My cousin-sister came and she gave me a new school bag.</p> | <p>○ How nice!</p> |
| <p>○ This morning my little brother is sick with dengue. Mother has taken him to the clinic.</p> | <p>○ You must be feeling very worried about him.</p> |
| <p>○ I saw some mynah birds going to and coming from a bush near my house. I looked in and saw a nest with two baby birds. They were very cute. I didn't touch them – I just looked.</p> | <p>○ I'm glad you didn't touch them. You must have been excited when you saw them. We all like babies and baby animals. Has anyone else had new baby animals around their home? Has anyone had a new baby in their family?</p> |

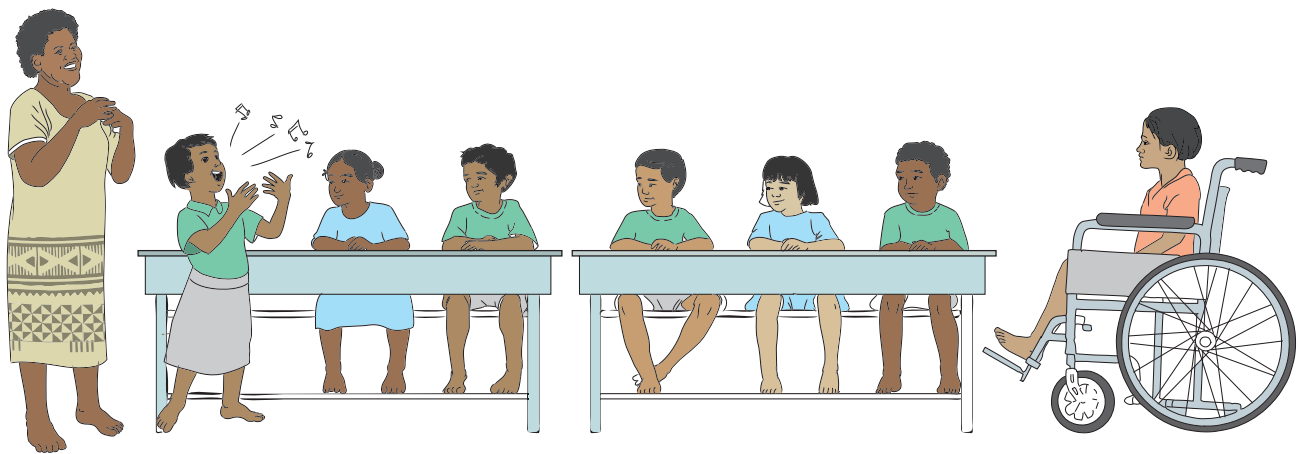
Note: Encourage other students to respond



2. Singing songs

Singing is a good way to release stress, create a happy atmosphere and lift the spirits. Sing students' favourite songs/advertisement jingles whenever possible. Teach a new song each week. At the start of the school day, make time for singing 3-4 songs (including the new song being learnt). For younger students choose 'action' songs. For older students sing a range of song types, including some that challenge their singing skills.

As students do activities together that don't require thinking and discussion, encourage them to sing as they do it. Eg when doing classroom jobs at the start of the day, when tidying at the end of the day, when doing stretching exercises for physical education. Also end the school day with a happy and energetic song.



3. Rebuilding school and community activities

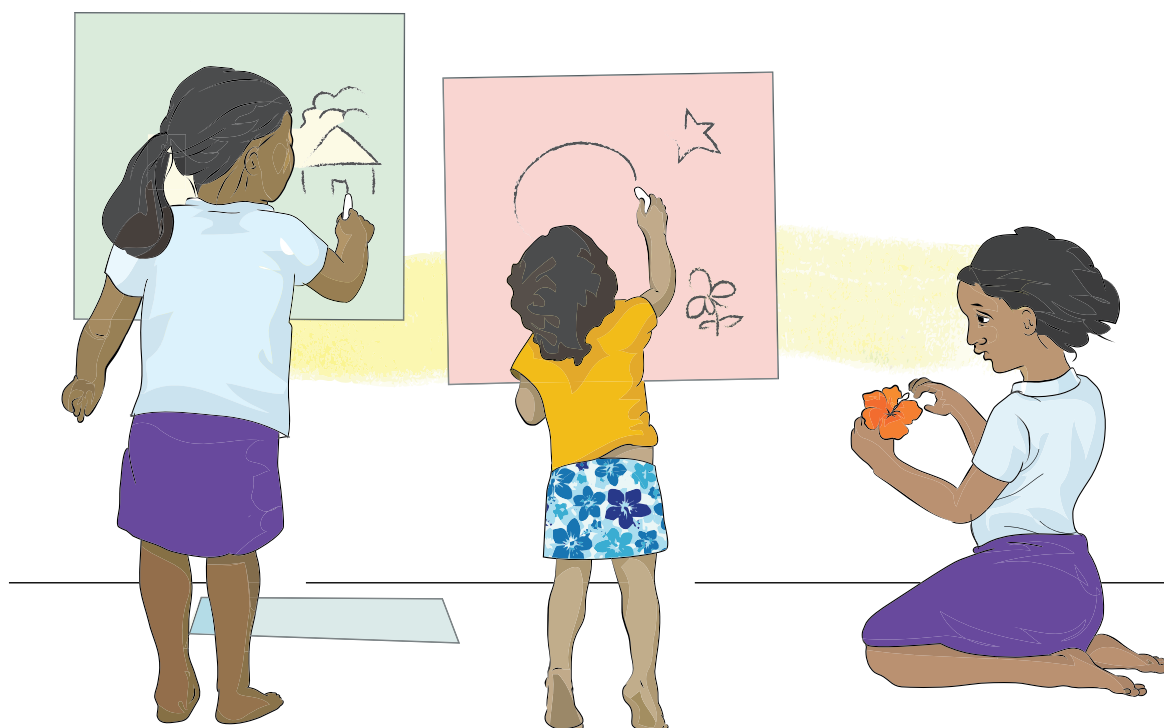
Materials: *whatever is available from class materials and environment*

Students benefit from being involved in 'rebuilding' activities. Let them make plans and decisions about improving their classroom or their school. Where it is safe and useful for students to participate in community activities, organise some regular participation. All students benefit from focusing on nature or on helping others. Older students benefit from helping younger students. Here are some examples:

a) Beautifying the classroom

Ask students to make bright and happy pictures and decorations to put up around the classroom. Students can work in groups, to plan and do. Each group could be assigned their own area. Older students can work with younger students to beautify the younger students' classroom. Students can add to or change their display each day.

Link with Art activities: For pictures students can draw, paint, make prints, etc. For decorations they can make with glue and paper, environmental materials or junk materials. Teach how to use art materials. Teach some techniques that students can use if they wish. Teach how to make hand prints, leaf prints and prints using other environmental materials. Teach how to make paper streamers, chains, flowers, lanterns, etc.



b) Plant a garden

Prepare, plant and care for a garden. Plant vegetables to harvest for class meals, or to cook and give to others in need. Plant flowers to harvest as gifts for the sick or elderly. Plant medicinal herbs to give to those in need.

Or

Plant a 'garden of hope': make a special garden of remembrance (or name after a person). Hold a school ceremony and plant a beautiful tree in honour of those lost in the disaster (students and teachers lost, or include community members as well). Involve each class in planting and caring for the garden.



c) Make safe playing areas

Clean up areas of the school yard or the community. Make interesting play areas for themselves or younger children. Before this activity train students to do it safely, (avoiding dangerous materials or taking precautions in handling them).

d) Checking health of younger students

Materials: soap, clean water, basic first aid materials

Teach students basic hygiene and first aid skills, and make time for them to take responsibility for checking hygiene and health of younger children in school and family. Students should learn to take basic actions on simple problems, and to report serious problems.



e) Helping others in need

Make happy and hopeful pictures, slogans and decorations as gifts for display in houses, or in community centres. Make, cook or collect things to give to others in need:



Opportunities for self expression

- including Speaking, Writing, Storytelling, Arts and Drama

Objectives: release stress and build trust in others, concentration, sense of belonging, ability to express and process feelings (for recovery), and hope for the future.

Students need to talk about their cyclone experiences, share their feelings about it and ask questions about it. Create activities that allow for calm discussion about the cyclone. Have follow up activities where students draw or write about their feelings.

The teacher's role

*Listen sympathetically and show interest. Help students find the right words to express their feelings. Eg: Oh, you must feel sad about that/that must have been frustrating/how did you feel then, were you afraid?



- Don't tell students what they must think or feel. However, if they are constantly expressing fearful or sad thoughts, introduce some activities that help them think about and plan a happier future.

- If students have misunderstandings, help them to learn the true information.
- If students ask questions, answer as truthfully as you can. Some students will want to know more about what a cyclone is, why it occurred, why the sea water flooded them, why the roof toppings were blown away or why the concrete house crumbled, why the louver blades of the house broke, etc. Give factual information.
- If students express fear that more cyclones will occur, reassure them that it is a very rare event.
- Some students will benefit most from individual, private conversations with you. Try to make yourself available for the students who are not talking in whole class activities.
- If students are constantly repeating the same picture or the same story, (reliving the cyclone), plan activities to help them think more positively about now and the future.



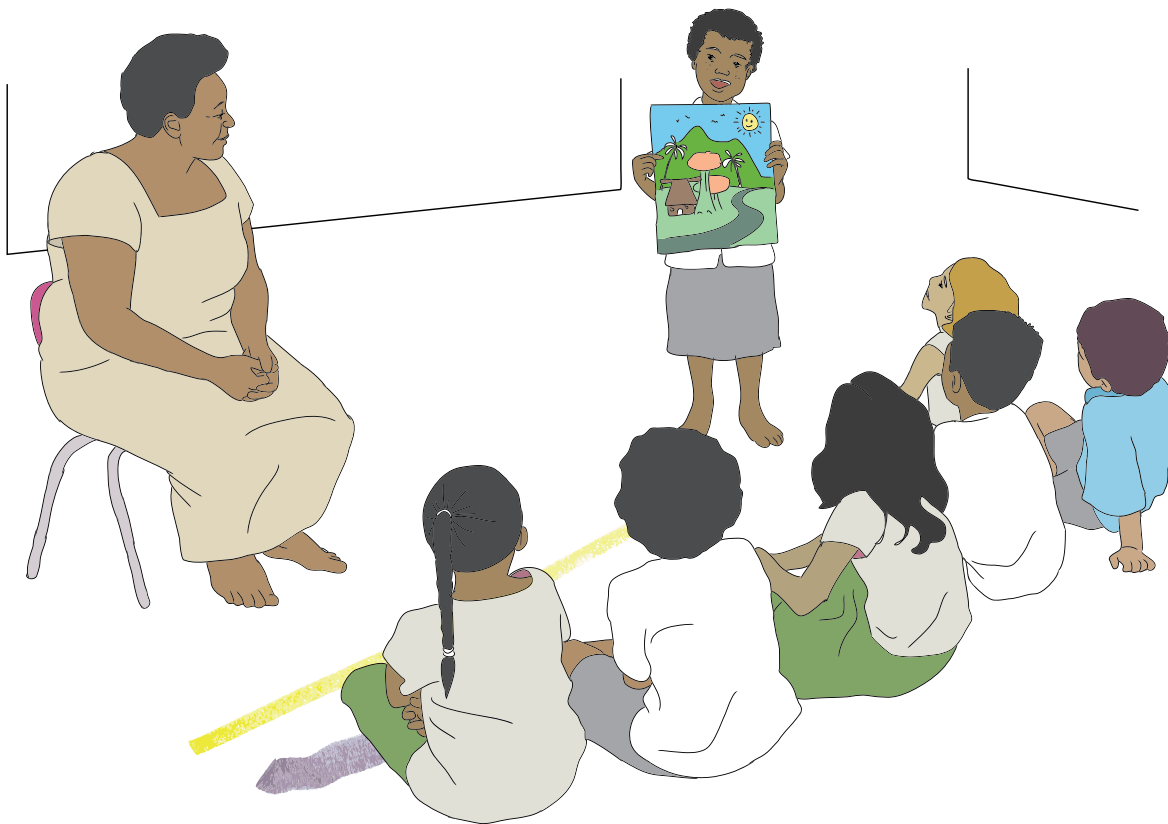
Types of activities

Plan activities in which students 'do, talk and record'. Where appropriate, students can work in pairs or small groups.

Activities that combine the use of Language activities (speaking or writing), storytelling, art and drama are very useful in supporting trauma recovery. These activities encourage creativity, imagination, self expression, and responding to others. They help students to release their negative (bad) feelings and develop more positive feelings (hope).

Drawing (or painting, collage, printmaking, construction, moulding, etc) activities, allow students to express feelings that are difficult to talk about. After drawing, ask students to tell about their picture. (The quality of their artwork is not important in these activities, however they will benefit from learning and applying a range of art techniques. As you introduce art materials teach how to use them.)

Story telling activities, (telling through pictures, puppets, role playing, narrating and/or writing), allow students to express their feelings and ideas through creating story characters.



Types of self expression

At first, help students express (tell or draw about) their feelings and experiences related to the cyclone. Use many different activities. Students may need to do these kinds of activities many times in different ways to process their experiences of the cyclone. End these activities positively. Reassure students that now the rebuilding of the community and people's lives is underway, so the future will be better. Gradually introduce activities that focus more on talking about the present and hopes for the future.

Make time for students to display and view or read and discuss each others' work each day. Encourage students to be sympathetic towards others.

Here are some example activities:

4. Activities for expressing feelings

Materials: paper, drawing materials

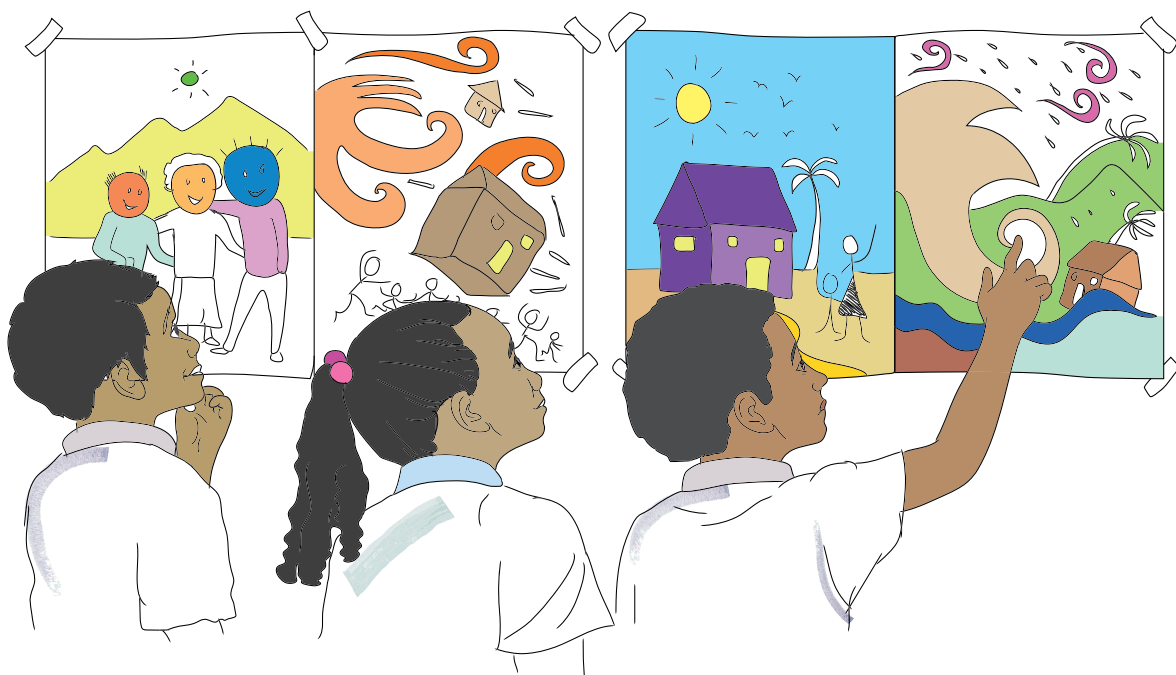
Doing and Talking: Ask students to tell all the feeling words they know (Brainstorm activity). List these, (eg. happy, sad, angry, caring, frightened, brave, energetic, tired, old, young, uncomfortable, relaxed, anxious, confident, confused, etc). Ask students to give examples of when they have each feeling. Discuss daily routine activities and how students feel at each step of their day, (add new feeling words to the list if necessary) Comment that all people are different, and so in any situation different people can feel differently about it.

Introduce talking about the cyclone and its aftermath. Mention that it caused very bad feelings for everyone. Ask students to tell what happened from their own point of view. Answer any questions they have as truthfully as possible. Be calm and reassuring. Ask students about how they felt during the cyclone, and how they feel now when they think about it. Add new words to the list if necessary. Note that although they all experienced the

same event, they all feel about it in their own way. Ask students to tell how they feel now, and how their feelings have changed over the time since the cyclone. Ask students to select feeling words for how they want to feel in the future [think positive words].

Recording: Write a list of all the colours. Ask students to give their ideas for matching colours to feelings. For example red might be the colour of anger for some students, while for others it might be the colour of happiness. Ask the students to do two drawings on one paper. They should fold their paper and do one drawing on each half. The first drawing should show the student's feelings during or just after the cyclone, and the second should show how they want to feel in the future. They should choose colours that match the feelings. Students should tell about their finished drawings to others and display in the classroom.

Extension: students can also write about each picture.



Follow up activities: Keep the list of feeling words to use in follow up activities. Each day, select and do one of the follow up activities:

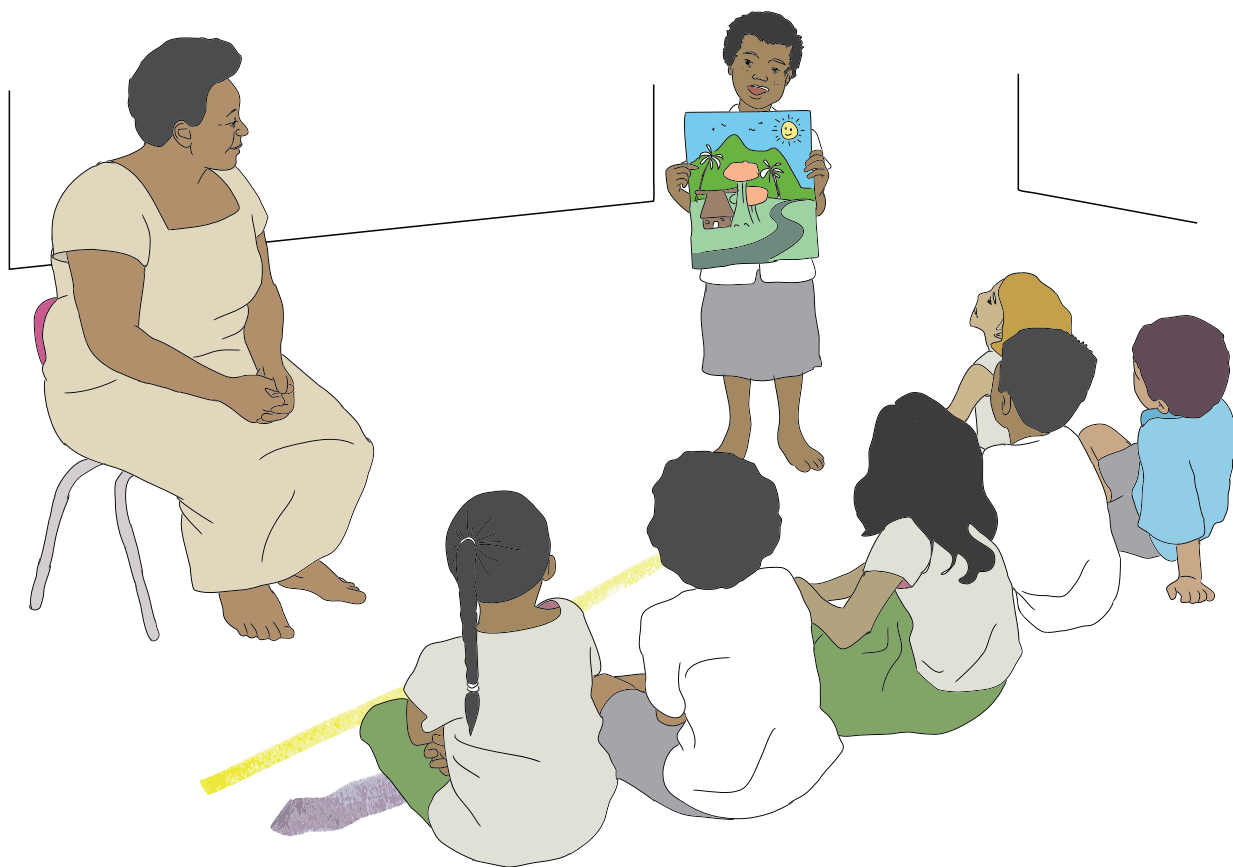
- Revise by reading the list of feeling words. Then ask students to think about how people look when they have each of these feelings. For example: when you arrived at school and saw your friend there, how did you show your gladness? What was your face like? How would you walk when you felt glad. (Students give demonstrations.) If you found out you passed your Mathematics test how would you feel? How could we see that in your body? What about if your friend failed the test - How would s/he look/walk? How would you react to her/him? Would s/he want you to react like this? For each feeling on the list, ask students to show facial expressions and body language of people with that feeling. Ask them to also think how they might talk and what they might say to others when they feel like that. What kind of response from others they would need/expect? Ask some students to express a feeling through body language and have others guess what the feeling is.

Extension: In groups students role play to show how they would identify that their friend has a bad feeling, and how they could help them overcome it.

- Revise the list of feelings: identify the bad feelings (the feelings we don't want to have). Ask students to give ideas or tell what they usually do to get over the bad feelings. (Eg- when I feel sad I play with my kitten) In small groups, each group is assigned a bad feeling. The group creates a page for a class book showing what to do to overcome the bad feeling. (drawing pictures and writing captions or instructions) When finished, all the pages are gathered and made into a class book, with a title like: "What we do about bad feelings". The book is then read to the whole class.

Variation: Each group can make a whole story about overcoming a bad feeling. They can make up a role play to tell it, use puppets or draw a picture sequence that tells their story.

Extension: Write the stories. Each group's work can be displayed or made into little books that groups then swap and read. Students can also read their work to students in other classes.



5. Activities for developing hope

a) Reading and telling stories

If you have story books read them regularly to the children. After reading the story, do follow up activities: discussion, role plays, drawings, creating different endings, and so on.



b) Construction activity

Materials: whatever is available from the environment

Ask students to use construction materials (environmental materials, leaves, building blocks, toys, sticks, clay, etc) to make a model of their home environment before the cyclone (or draw). Talk about or show what happened during the cyclone. As students build, talk about the different people who helped them, their family and their community through the event and the aftermath. Talk about local heroes, who managed to help others. People who contributed because they cared for others. Emphasise that this has just been a start and that help will continue from inside and outside the community.



Ask students to rebuild (or draw) their homes and community in a new, better way for the future. (Talk about how things will change) Encourage them to include things they desire like normal family activities, pets, toys, etc. Thank them for rebuilding the community and admire their different ideas.

6. Activities for ridding self of bad feelings (Blowing bubbles)

Materials: small lengths of soft wire, (flexible reed or similar) to make into bubble blowing wand, small bowls of liquid detergent

Doing and Talking: Do outside in a clear area. Demonstrate how to make a bubble wand and how to blow bubbles. Then let students try themselves.

Tell students they will participate in a little bubble ceremony. Discuss that the bubbles will be used to take away bad feelings, (bad memories, anger about the actions of others or ourselves, hatred, sad things, etc). Demonstrate blowing away bad feelings in a bubble, and tell students you feel much better after blowing the bad away. (Stand with the breeze behind you.) Advise students to think about their own bad feelings (or bad thought or memories) as they blow into their bubbles, so that these feelings are carried away. (Let these bubbles float far away.)

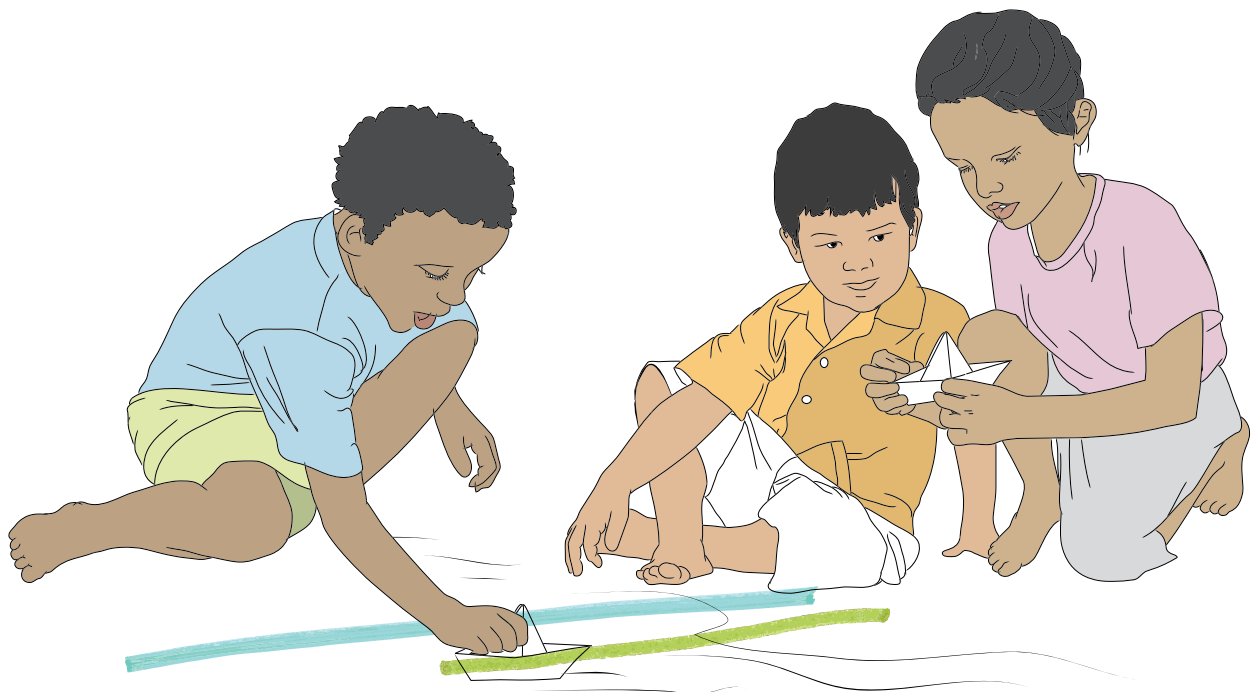
After finishing blowing the bad away, suggest that now it is time to have some fun. Students can make bubbles for others to chase and break. Do this until you finish all the detergent. Then pack up and go back to the classroom.



Variation: Make paper boats to carry bad feelings away. Take to river/sea and launch.

Recording: Discuss that although the bad feelings were blown away, some will keep coming back for a while. Ask students to give suggestions for what they can do when the feelings come back, (talk about it to others, participate in a game with friends, etc).

Discuss what students hope for in the future. Ask them to make up sentences that include “I hope.....”. Write some of their sentences on the board or get students to write four of their own sentences. Younger students can draw what they hope for and present their picture to others.



7. Topics for writing and/or drawing

Choose writing or drawing topics for the students that allow them to include their cyclone experiences if they want to, but also allow them to plan a happier future. They can draw, paint, or use any art form. They can write words, sentences or whole essays, depending on their skill level.

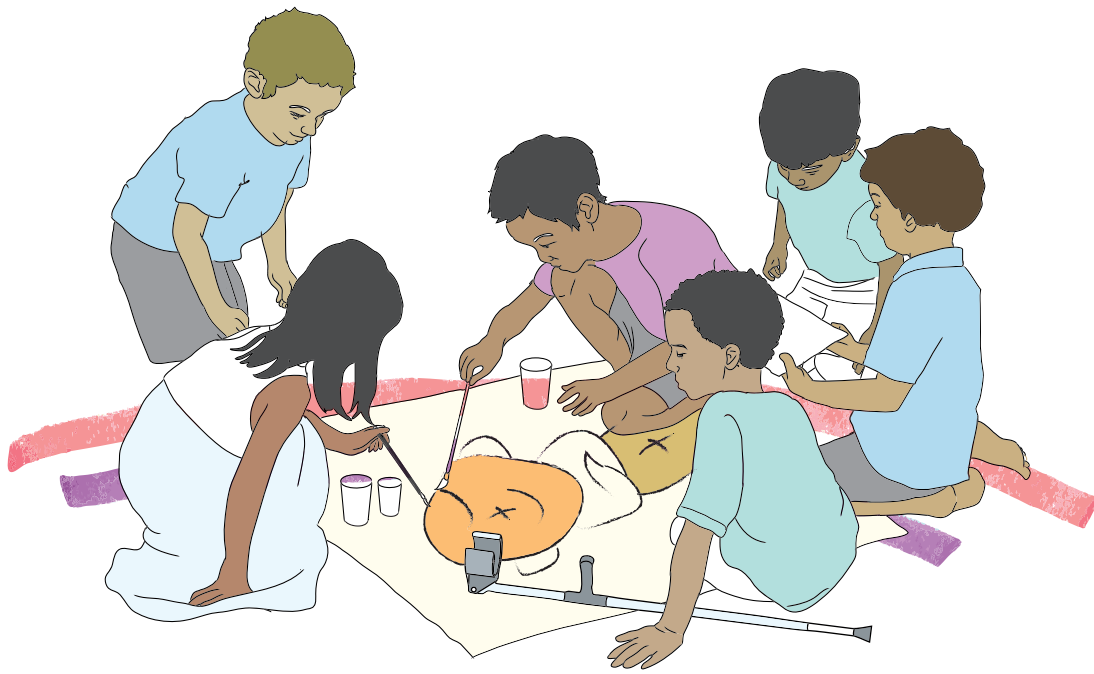
I am most happy when...../ I am most sad when.....

My best friend

My dream

The most important thing in my life

A local hero



When you introduce the topic, ask students to talk about it. Ask questions that help them think and give their own ideas. Make sure lots of examples are given in the discussion, to help students who are having difficulty concentrating and expressing their ideas. As students work, discuss with individual students: Tell me about your drawing/ Who are you writing about?/ What happened? /Who is this in the drawing?/ How did you feel then?

Sometimes use topics students introduce. For example topic raised during the Morning Routine activity.



8. Making and using puppets

Use whatever materials are available. Demonstrate some ways to make simple puppets. Get each student to make a simple puppet friend. Student can use the puppet in any activity to talk for them, (student speaks but pretends the puppet is talking). Often students are more willing to talk about sensitive topics through a puppet. The puppets can also be used in lessons to talk about the main points with the teacher, or demonstrate concepts. Students can make the story characters, and use to role play stories.

Variations: Students can make masks and use when they are story telling or telling about sensitive topics.



Physical Education, Sports, Music and Games

Objectives: release stress and build sense of belonging, boost enjoyment and a sense of hope & love, participation, cooperation, team work, trust in others, concentration, playfulness.

Sports, music and games are a good way to release stress, restore playfulness, build a sense of belonging, enjoyment, sense of hope & love and develop cooperative, trusting relationships among students. Team games in particular are very useful for rebuilding relationships between students.

Physical activities should be used often, as deep breathing and physical exertion release stress. Games should be used in learning activities, and as recreational activities. Use games students already know well, (such as Simon Says, Pani etc that are in the Local Language), and teach many new games. Older students would benefit from involvement in sports competitions.

Team activities are very useful for building social and emotional skills, and they also usually need less space and equipment. This is especially true of activities where team members take turns. Individual activities that promote fun more than competition are also very good for encouraging full participation.

Make up simple contests that are fun, (eg paper aeroplane contests: who can make one that flies the furthest, sapui, talent quest like singing and fashion show).

Include activities based on local culture: songs, dance, music, stories, handicrafts.



9. Recreational activities

Here are some examples of enjoyable games:

a) Who is leader?

Students form groups of 3 or 4, standing in a triangle or diamond formation, (so one person is at the front). The front person is the first leader. They make slow, flowing movements (like Tai Chi) and the others in the group copy them. If the leader turns right or left, the person on their right or left becomes the new leader. Then everyone copies the new leader. The new leader continues making similar movements until they turn left or right and pass the leadership on. They continue until players get used to it.

b) Cat and mouse

Teacher organizes and teaches the game cat and mouse. Students stand in circle holding hands. They open and shut the door by lifting and lowering their arms and calling quietly “open” or “shut”. One cat and one mouse are chosen. They go in and out of the circle through open doors- cat chasing mouse. Children in the circle open and shut the doors, trying to help or hinder the mouse or the cat. When the mouse is caught new cat and mouse are chosen.



c) Giant's treasure

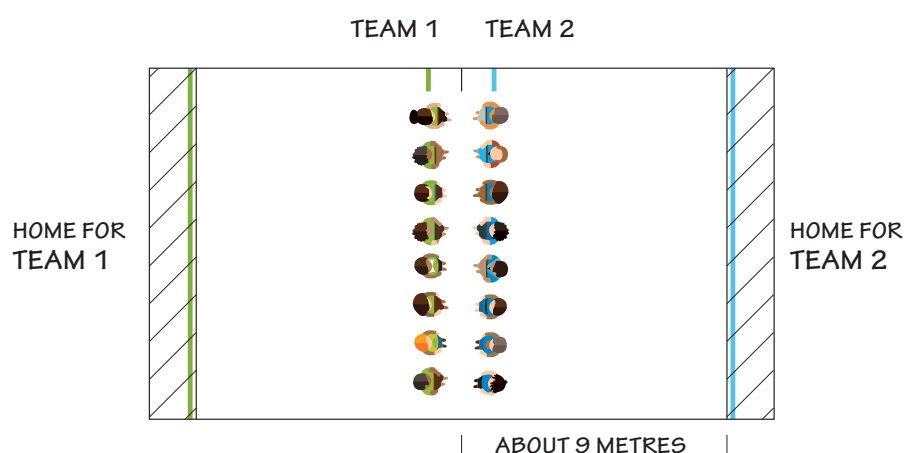
One child is the giant and s/he stands with his/her back turned to the others and a treasure on the ground just behind her/his feet. (The treasure can be anything: an eraser, a flower or a duster). All other players in the game are behind a starting line about 5-10 metres away from the giant. The giant guards her/his treasure by turning often to watch out for robbers. The players silently sneak up on the giant, but every time the giant turns to look for them they freeze. The giant can only see them if they are moving. If the giant sees any movement at all they point to the player, who must then go back to the starting line and start sneaking up again from there. If a player can get close enough, they grab the treasure and run to get across the starting line. The giant chases them. If they are caught they become the new giant.



d) Giants, wizards and elves

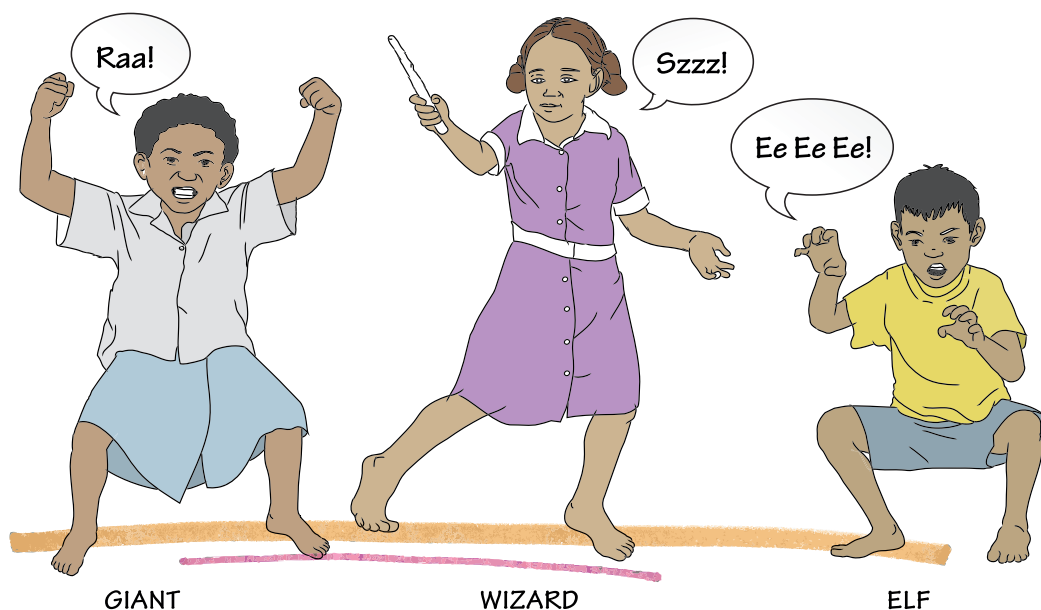
This is a physical game played following the concept of the hand game called '1, 2 3' or 'stone, scissors and paper'

The game is played outside in an open area, with 2 teams; 10-20 students on each team. A rectangular area about 20 yards long, is marked out. In the middle of the area is a line, and at each end of the rectangular area is a home area for each team.



The teams play by first having a secret team meeting in their own home area, where the whole team chooses which of the 3 things they will be for the game; a giant, a wizard or an elf. All team members must be the same one thing. They whisper quietly to decide.

Then the teams come to the centre of the playing area and line up facing each other. They stand about 2 yards apart. The teacher stands at the end of this line calling 1, 2 3. When s/he calls 3, the students in each team do an action to represent being a giant, a wizard or an elf.



As the students make their action, they also see the action of the other team, and from this decide if they should run away from them or chase them.

Giants chase wizards, wizards chase elves, and elves chase giants.

Eg: If team 1 are elves and team 2 are giants, then team 1 chases team 2 members.

If team 1 are elves and the team 2 are wizards, then team 2 chases team 1 members.

The team that chases immediately starts to chase the other team, who all turn and run for home. If they are touched by a chaser before they get home, they must join the chaser's team.

If both teams have chosen to be the same things, for example if both teams are giants, they don't chase. They say 'Mingalabar', or shake hands, and go back to their home area to start the next game.

The game ends when all members of one team have been caught by the other team.

10. Games in lesson activities: Language and mathematics

Here are a few examples:

a) Add to the story game

Class stands in a circle. Teacher gives start of a simple story, then throws a ball to one student. This student must add a new part to the story. Then they throw the ball to another student who also adds the next part ...and so on until one student ends the story.

Eg: Teacher: An old man walked through the forest one day.

Student 1: He was feeling hungry.

Student 2: He looked around for something to eat.

b) I see with my eyes

The game leader secretly selects something s/he can see in the classroom, and then says:

“I see with my eyes, something beginning with (eg pa)” (the leader might have selected ‘ruler’)

The students have to guess which thing the leader is thinking of.

Students raise their hands and take turns to tell a thing it might be. If students are incorrect, (guessing window, bottle, spider, calendar) the leader says “No, I’m thinking of something else”. If they guess correctly, “ruler” the leader says “that’s it, ok it’s your turn to be leader now. Then the game starts again with a new leader.

If no one can guess the correct answer, the game leader asks: “do you give up?” if everyone agrees, the leader tells the word, and then stays as the game leader for another turn.

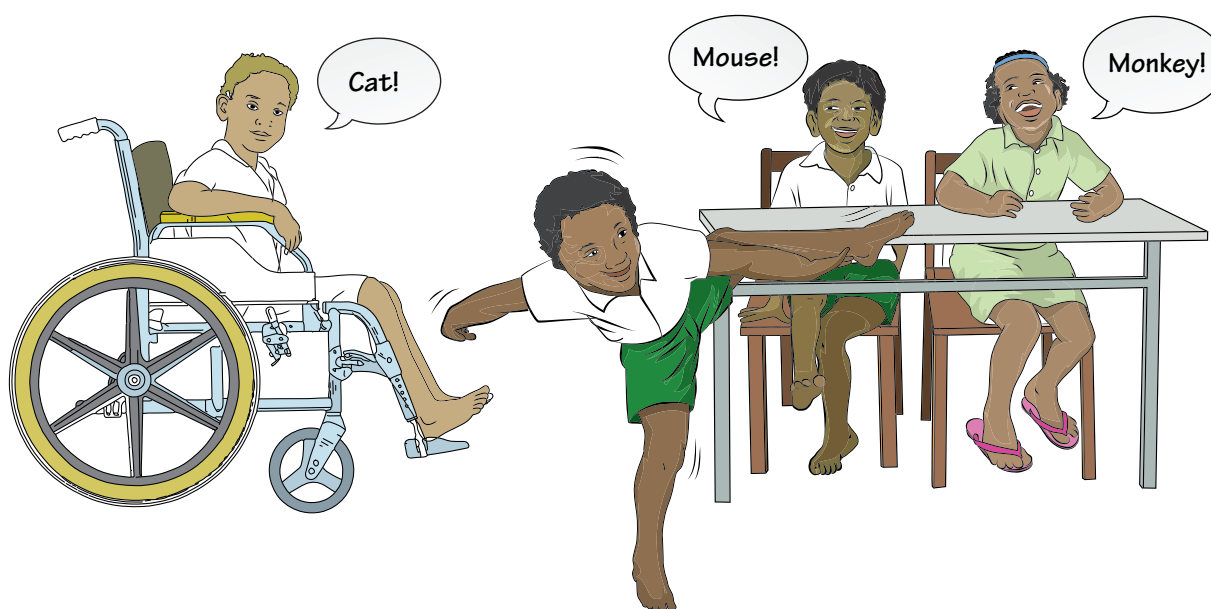
c) What am I? - to practice describing animals

Teacher starts as game leader. Game leader asks “What am I?” and gives 3 clue: “I have fur, I have long ears and a small fluffy tail” Students guess from clues. Whoever guesses correctly becomes the next game leader.

d) What am I? - to revise topic (eg animals) and practice questioning

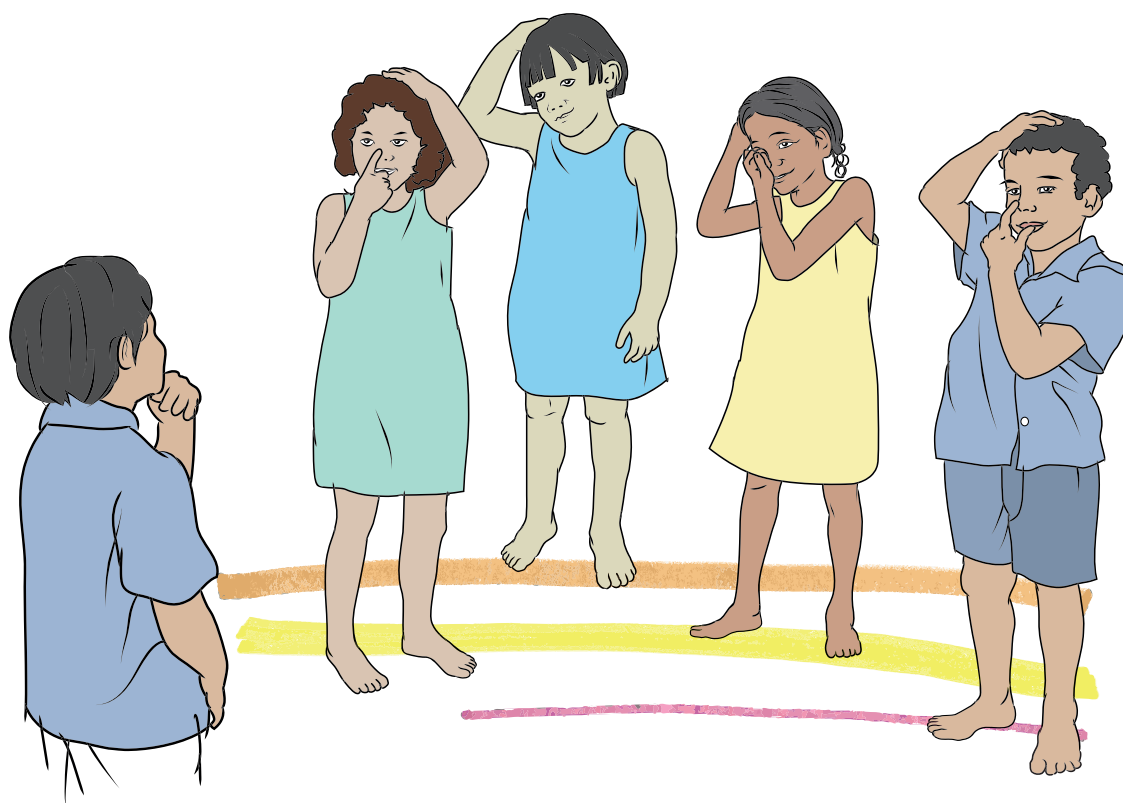
Teacher starts as game leader and says: “What animal am I?” Students can ask as many questions as they need to find out, such as: Do you have fur? Are you dangerous? Are you a farm animal / forest animal? Do you eat meat? Do you have a tail? Is it a short tail? Do you have long ears? Are you a rabbit?

To each question the game leader answers in a sentence: Yes, I have fur. No, I’m not dangerous. Whoever guesses correctly becomes game leader.



e) Teacher says (or Simon says) – listening game, practicing classroom instructions

Game leader gives instructions, beginning each instruction with “Teacher says...” Students all follow each instruction, until an instruction is given without the “Teacher says...” beginning. When this is given nobody moves...if they do move they are out of the game. Game ends when there is only one student/a few left- the winner/s



f) What has changed?

Materials: familiar objects

A number of things are displayed in a particular arrangement that includes things that are on, under, in and out. Students study the arrangement and then turn their backs or hide their eyes while the game leader rearranges 1-3 things from the arrangement. Students study the arrangement again and describe how it has changed: eg The stone was in the bowl. Now it is on the pen.



g) Charades

Materials: flashcards of words being learnt (word cards)

One student comes to the front of the class. Teacher shows her/him a flashcard. This student has to do an action for other students to guess what the flashcard says. For example, if the flashcard says 'monkey' they do monkey actions, if the flashcard says 'wash' they act as if they are washing. When students guess, the teacher shows the flashcard and everyone reads it.

h) Race to the word

Materials: flashcards of words being learnt

The teacher places several flashcards on view around the classroom. Students are divided into 2 or more teams. Team members take turns to play. Teacher calls out word, and one player from each team races other players to run to and take the card containing that word. If they win they score a point for their team.

Alternatively, this can be played outside. Make 4 teams. All students stand in their team group, one side of a mat. All cards are placed on the mat. The game is played with all 4 teams playing at once in the way described above, or for the first word, team 1 can play against team 3, and then for the next word team 2 can play against team 4. And so on.

Alternatively, the teacher can hold all flashcards. The students playing for each team stand in a line with their backs to the teacher. Teacher shows one flashcard towards them and says, 1, 2, 3. On 3 the students turn around and read the card. The first to call out the word wins a point for their team.

i) Ostrich game

Materials: flashcards of words being learnt, 2 pegs

Best to play outside. Students play in pairs (2 at a time, or 4 or 6 at a time) while other class members watching. Clothes pegs are needed. Pairs stand facing each other, a couple of feet apart. One flashcard is pegged to each student's back. When teacher says "go" each student tries to read the card on his/her pair's back, without the other student reading the card attached to their own back. (They must not touch each other) When one student reads the card on the other's back s/he calls it out and so is the winner.

j) Making groups

Teacher organizes students to move around in a circle while s/he claps. When she stops s/he calls out 1, 2, 3 or 4. Students have to put that many parts of themselves on the ground. Eg 1= standing on one foot only, 3 =two feet and one hand on the ground. When teacher resumes clapping they have to move around with these parts touching the ground, eg 1 = hopping, 2= walking/jumping, 3 = strange bent walk that includes hand taking steps in turn with feet

k) Buzz

Players stand in a circle. One player starts by calling out 1. Next player on the left calls out 2, next player 3, and so on. Every player who should say 7 or a multiple of 7 must say 'buzz' instead. If they accidentally say 7, then they are out of the game, and must drop out of the circle. The players must call out quickly when it's their turn. Game ends when only 1 person is left- s/he is the winner. (Sometimes the last 2 players are both winners)

How to use the book : “How do I feel?” with children in your class?

“How Do I Feel?” A workbook for children on change

“How do I feel?” is a book for children. However, it is not a book for children to use alone; this is a book for children to read and use, and then share their thoughts with adults who can help them understand their worries, their confusion, and other feelings after a traumatic event such as cyclone.

Feelings and emotions can be very confusing for children. When something terrible happens – a natural disaster, an attack, a family loss, a death (teacher, community member, child’s parent or family member) children feel many emotions, sometimes all at once, and don’t know how to handle them.



A child’s social-emotional needs are very fragile during this time. As a teacher, you can help children learn how to understand and manage their feelings and emotions – that it is ok and normal to feel many feelings at once, it is ok to be confused, that adults feel this way as well. The most important thing is for loving adults to guide children how to deal with difficult emotions in healthy ways.

How to introduce this book

What You Can Say:

“We (our community/school/village/etc.) have gone through something terrible. We are all feeling many emotions right now, and that is ok and totally normal. It is good to learn about our emotions so we can know how to handle them positively. This book is for you. It is yours. It is for you to draw in, share, and talk about. There are no right or wrong ways to draw your pictures or share your feelings.”

Materials Needed:

- “How Do I Feel?” book
 - Writing materials – this can be crayons, markers, pens, pencils
 - Children can even use collages to make their pictures; glue, sand, scraps of paper or material, leaves...
-

How you can use this book

There are many options on how to use this book with your students. The purpose of this book, though, is to get the children thinking, talking and sharing about their feelings so that they learn that what they are feeling is OK. Children need to know that they will get through this difficult time. It is important for you, as the teacher, to acknowledge that there is no right or wrong way to feel, and that different children may feel and react differently to what has happened.

● For younger children unable or just learning to read:

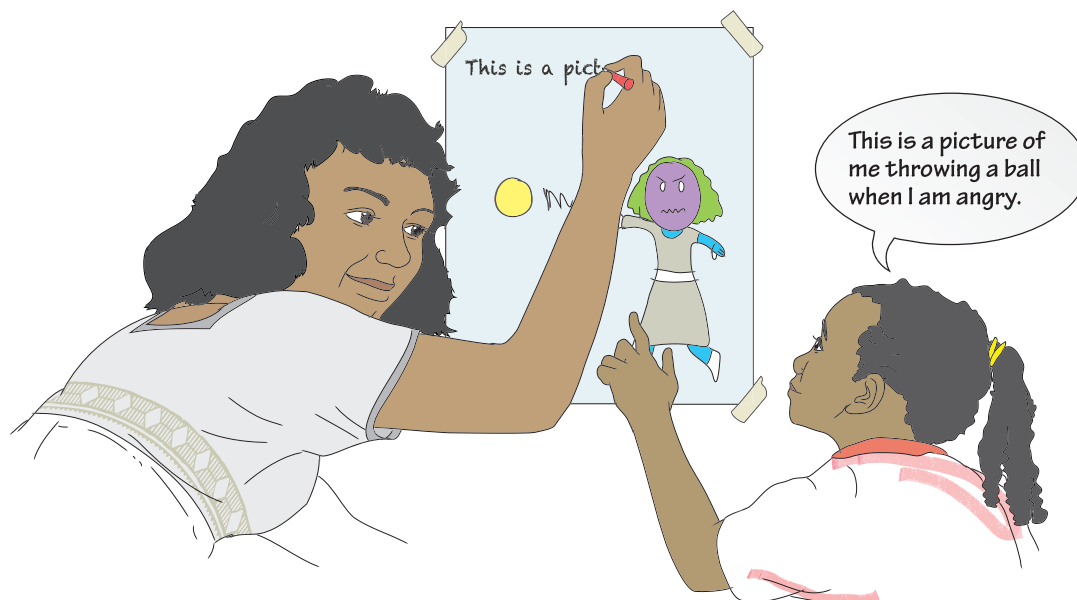
Gather the entire class together, read the story together. You can discuss one page at a time with the class, asking a few students to share their thoughts or examples.

For the pages that talk about feelings, ask the children to show you their (___angry/sad/afraid/etc.___) face.

Then all children can go draw their pictures.

Once children are finished drawing, ask children if they would like to share any pictures and tell the class about them. This can be done as a whole group, or children can sit in small groups and share their pictures with each other.

For younger children, it would be good to ask the children what they drew, then write down their answers next to the picture they drew. This can then help the child share their book with their family.



● For older children who can read the book themselves:

After introducing the book, children can be given the book to read and draw by themselves. The teacher can move around the class, engaging individual children in discussing the page they are on or what they are drawing about, before moving on to the next student.

Once the class is finished, you can ask students if any would like to share their drawings or talk about what they drew. This can be done as a whole class discussion.

Questions to ask



Some expanded questions could include the following if appropriate to your context:

- What happened when the cyclone happened? What did you do?
- How did that make you feel?
- What makes you sad/angry/scared/ afraid/happy/ worried/etc.?
- What do you do when you feel... ?
- What do you do to make yourself feel better?
- Who helped you feel better?
- How can you help someone else feel better?

What other questions can you think to ask?

What you can do if...

- | | |
|---|---|
| ● A child starts to cry | ● Comfort the child. It is ok to cry, sometimes they just need a caring voice to acknowledge that they feel scared/angry/sad, and empathize – “I know you feel ___ and I am sorry you feel that way. I feel ___ sometimes too. Everybody does.” |
| ● A child gets angry and starts to yell | ● Don't get angry and yell back at the child; this will escalate the anger. Understand that this anger and yelling is coming from fear and pain over what happened, and the child needs your strength to help them manage their anger in a healthy way. “I hear you. You are angry. We are all angry because this happened. How can we take all this emotion you are feeling and think of something positive we can do?” |
| ● A child starts to misbehave | ● As an adult, please remember that the child is not misbehaving to be bad, but as a way to express their emotions. Acknowledge the feeling behind their behaviour, and help them learn more appropriate ways to express themselves. “Why did you do ___?” “What were you feeling before you did ___, and during? Can you think of a different/better way to deal with feeling ___?” |
| ● A child indicates feelings about or interest in self-harm | ● It is important to identify children who may be feeling this way, and get them additional psychosocial support. Some children turn their pain inwards, and they may think the only way to deal with their feelings is to act in an unhealthy way. This is where art, music, play and physical activity can provide them with a non-threatening yet healthy ways to express their feelings. |
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- A child indicates feelings about or interest in bullying, or violence against another
 - It is important to help children understand that while their feelings and emotions are valid, they are not allowed or excused to act out in any way that hurts another.
-
- A child draws or talks about something that could be an indication of abuse or neglect.
 - As a teacher, it is important to keep in mind that children are more vulnerable after something terrible happens, and could be placed in situations (living in emergency shelters, living with extended family, less parental supervision at home, angry/emotional parents/adults in the home) that increase their vulnerability. When adults are over-stressed, they sometimes are not able to care for their children in healthy ways. As teachers, keep in mind your Child Protection Policy. Report concerns to the appropriate authorities; the child's safety is paramount.
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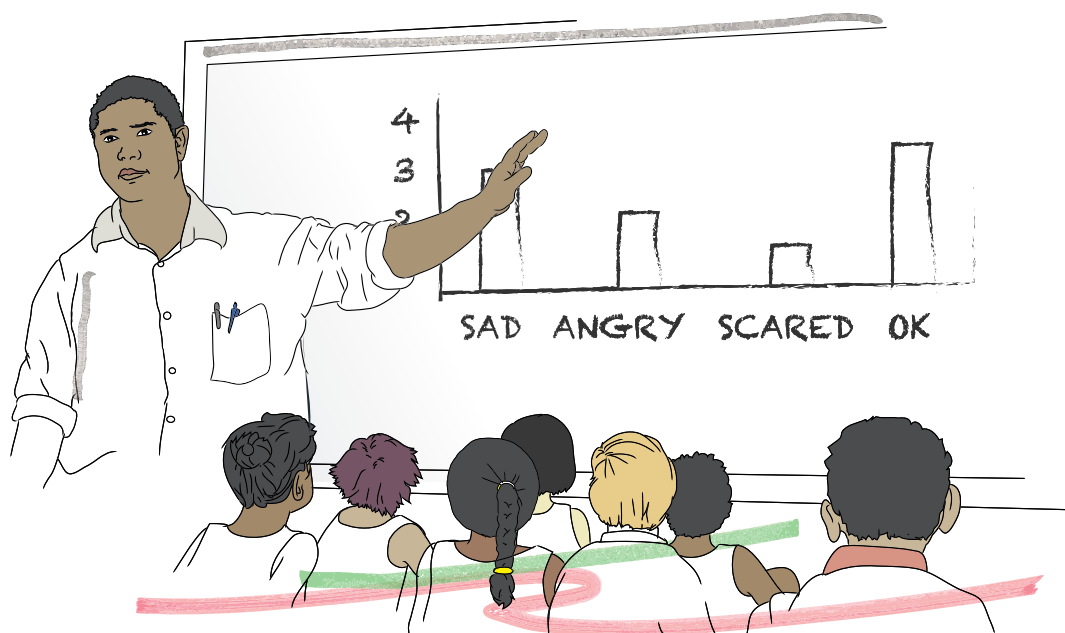
Expanding activities

There are other ways you can help children learn to understand and express their social emotional needs. In addition to this book, other activities you can do with your students include:



- Sand/clay play - Children can draw with their fingers or sticks; mold designs
- Gather natural materials – leaves, sticks, rocks, seeds, etc. – and make collages or representations
- Dance their feelings – move your body to represent how you feel
- If children are old enough to write, they can write stories or poetry about what happened and their feelings. This can be done to support language, reading, writing lessons. If they cannot write, children can dictate and you can write down what they say.

- Math – use feelings, actions, results to count, graph, determine percentages
 - How many people feel ____ today? We have x number children, so let's (graph, determine %) # children who are sad vs angry...
 - How many had damage to their homes; in what rooms (home totally destroyed, home damaged, lost bathroom, kitchen, bedroom, etc...)
 - This can also help children see they are not alone in their feelings, or in their struggles.



- Do a “feelings” check in the first few weeks after a cyclone or other emergency – ask who is feeling __ (happy, angry, sad, ok, etc) __ today, by a show of hands. This will help children feel like their feelings are validated and important, and help them to acknowledge this while getting ready to focus on the day’s schooling. You can even spend a few minutes during the day to have an open discussion on what is bothering them. Always remember that children do NOT have to share if they do not want to. We need to keep in mind that their emotions might also be related to what is going on at home.
 - Doing this on a regular basis can also help children understand that feelings come and go, we all feel different ways, and we can learn how to cope with our feelings daily.
- Set aside a board or paper in the room where children can anonymously write down their worries and concerns. Orm they can draw a picture of how they feel. Take a few minutes in the day’s schedule to talk about the students’ worries.
- For early literacy – you can make picture cards of individual faces (sad, angry, happy, mad, scared, etc.) and different card sets with the feeling words written on them – then children can match the word to the picture. During this game, they can also talk about how they feel.
 - If paper supplies are not available, these can be drawn/written on leaves, old fabric, bark, etc.
- Sports/physical play – children can throw or kick balls as a way to express their anger. Set up targets that can represent different emotions or circumstances, that children can aim at; this way they can “symbolically” hurt the terrible situation that hurt them (ie, a poster on a tree saying “Cyclone Winston”, that children can kick or throw balls at).

Adapting for children with disabilities and other special needs

Children with disabilities and other special needs are often the most vulnerable after something terrible happens. Whether their needs are medical, physical, intellectual, emotional, or social, these children may have more difficulty in communicating their feelings and needs with others. They can also be more susceptible to bullying and neglect during these times. It is important for adults to acknowledge that these children have also gone through something terrible, and have the same feelings other children are feeling. They have the right to have their emotional needs addressed as well. And it is our duty to do all we can to promote participation of children with disabilities and to create safe and accessible spaces for their voice and participation.

It is important to ensure to the extent possible that learning materials are made available in accessible formats to suit the needs of children with different types of disabilities. This includes sign language, large type, simple text, braille, etc.

A good way to address the needs of children with disabilities to be as flexible as possible. The above “expanding activities” can also be used to find activities that children can do successfully.

- Deaf or Hard of hearing – children can participate fully; in addition, they could write poetry and recite using sign language. Provide the book to them to read, or have someone sign the book’s words to them if they cannot read yet.
- Blind or Visually Impaired – children who cannot see the book can have the pages read to them. The book can be produced in audio format, large print or in Braille), and children can use wet sand or clay to make models representing their feelings.
- Physical disabilities – the first thing is to ensure physical accessibility. In addition, you can provide children with different adaptations to draw and tell stories – larger markers to hold, tape to assist a child from dropping a marker, allowing them to draw with a body part other than hands, etc.

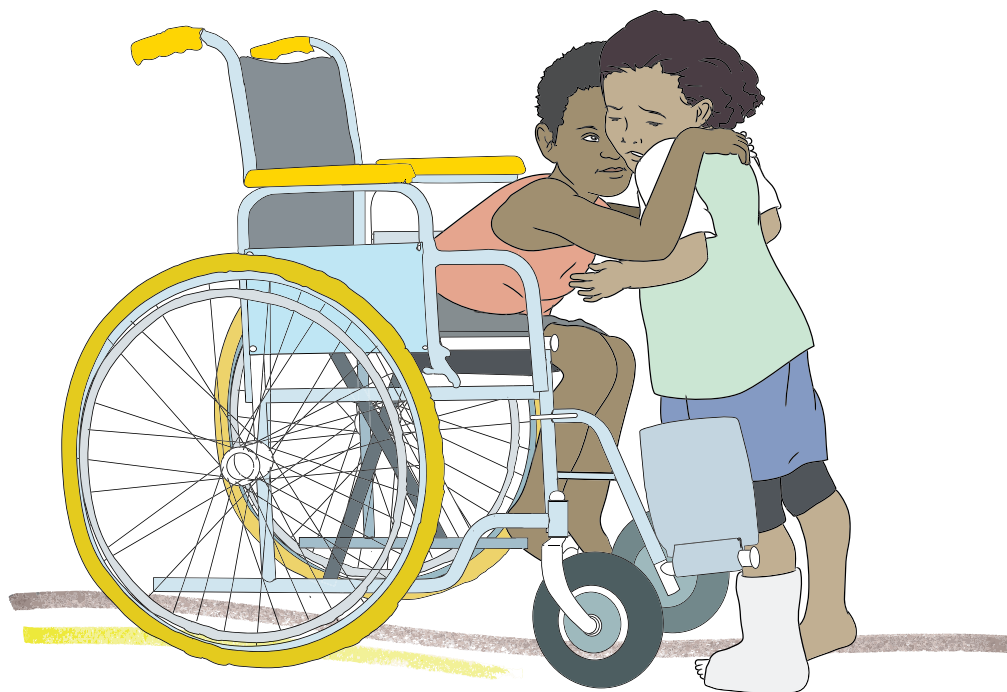


- Cognitive/intellectual impairments – these children may have a harder time understanding what happened, and understanding their feelings. In addition to trying all the previously mentioned activities, it is important to acknowledge their feelings and allow them to express them in any way possible.
- “When ___ happened, I bet you were scared or angry. I’m sorry you felt that way. You are safe now.”
- “I know you lost your favourite toy at home. A lot of us lost things in _____. What can you use now to have fun?”
- “Can you show me how you look when you feel sad?” Show me what makes you happy.”
- Social-emotional – When children have social-emotional impairments, often their emotions are heightened and they have a harder time managing them. It is important to help these children process and understand what they are feeling, so they can learn positive ways to express themselves. Allowing them to be alone when needed, to hold onto a special object, to rock or have another repetitive activity that calms them – these can often be helpful.

The most important thing to remember with children with disabilities is to acknowledge their fear and reinforce their sense of safety.

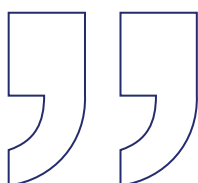
- “It must have been so scary for you. I’m sorry you had to go through that, we are all working to feel better.”
- “You are safe now.”

Finally, it is very important to ensure that children with disabilities are included together with non-disabled children as much as possible. Around the world, we have learned that children and adults who are disabled have taught others much about adapting and being resilient. Oftentimes, they are the teachers to those who are non-disabled.



Things to Remember

- There is no minimum or maximum length of time to use this book. Teachers can use this book by discussing a page a day over several weeks. Alternately, teachers can give the class 2 hours to complete the book – this depends on the age of the children, their engagement with the book, and how much they want to draw and talk about their feelings. It is often best to do a little at a time.
- It is important to respect children's responses and drawings about what they are feeling. Children should be given enough time to think about their feelings, to decide what they want to draw, to make their pictures, and talk about them.
- There are no right or wrong ways to draw in this book. Every child is allowed to use his or her creativity to imagine their feelings and express him/herself.
- Children are still learning how to express themselves, and manage their social-emotional needs. Children will express themselves in a variety of ways, and negative expressions (yelling at others' and hurting their feelings, damaging property, hurting others, acting out during class, etc.) can be turned into positive expressions (dance, art, poetry) with adult guidance.
- It is important to look for "helpers". In every community, there were and are people who helped individuals and families during the cyclone and during other hard times. In difficult times, it is important to look for the good people around us, including other children.
- Other teachable opportunities include teaching children empathy, especially those who may have less personal impacts from the terrible occasion, toward others who were more affected.



Teachers, also remember:

you need to take care of your own social-emotional needs as well! Every activity, you and your family can do too – find ways to express yourself, your feelings and emotions, so that you can acknowledge how you feel to yourself, to then be available to help your students.

Information: what is a cyclone?

A cyclone is formed from special weather conditions.

A cyclone is possible when:

- the weather is hot
- the air is warm and moist
- the air is over very warm sea water
- the air is close to the earth's equator (because this causes any nearby wind to spin the air instead of scattering it)

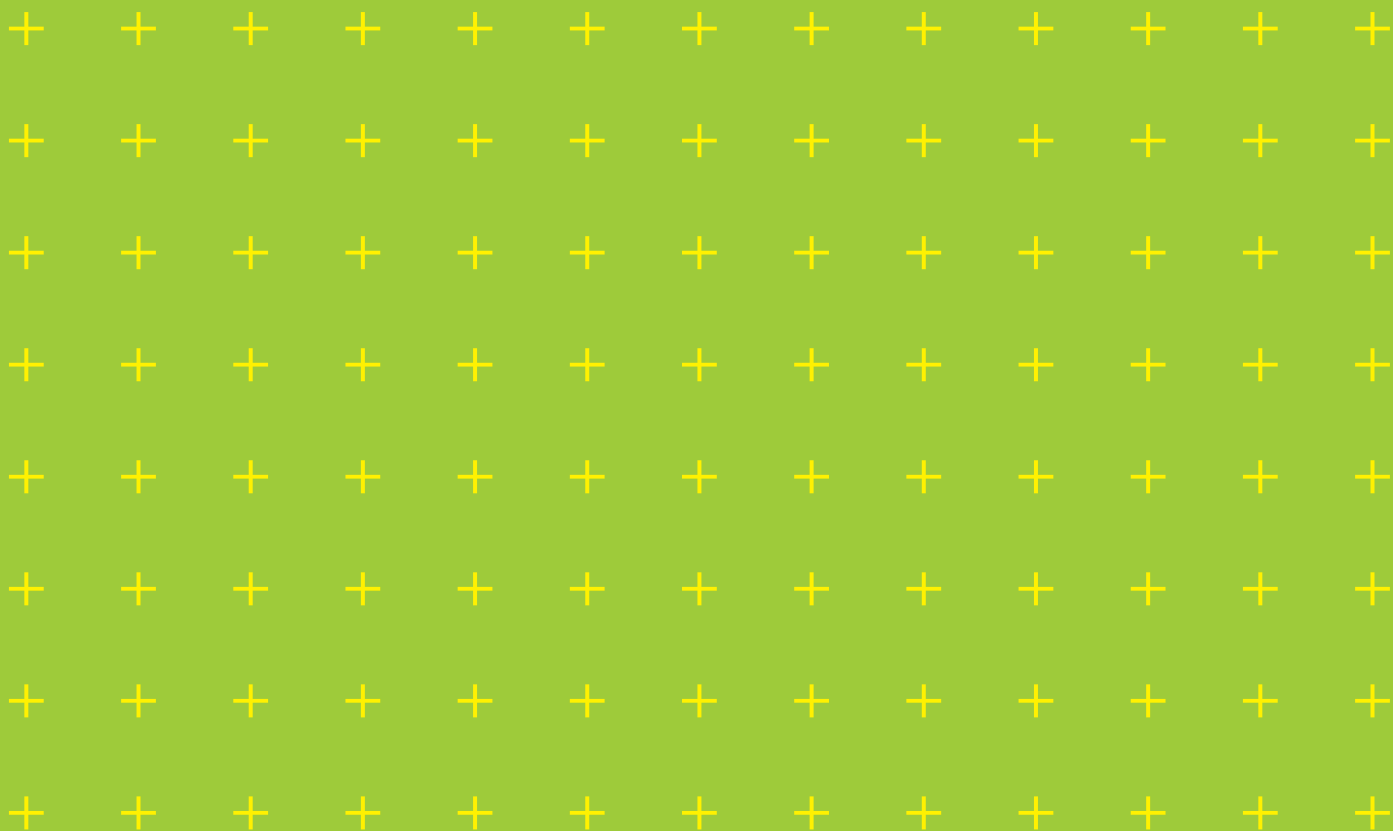
These weather conditions are very common in tropical regions during the rainy season, but they usually don't become a cyclone. Cyclones are rare.

A cyclone forms because:

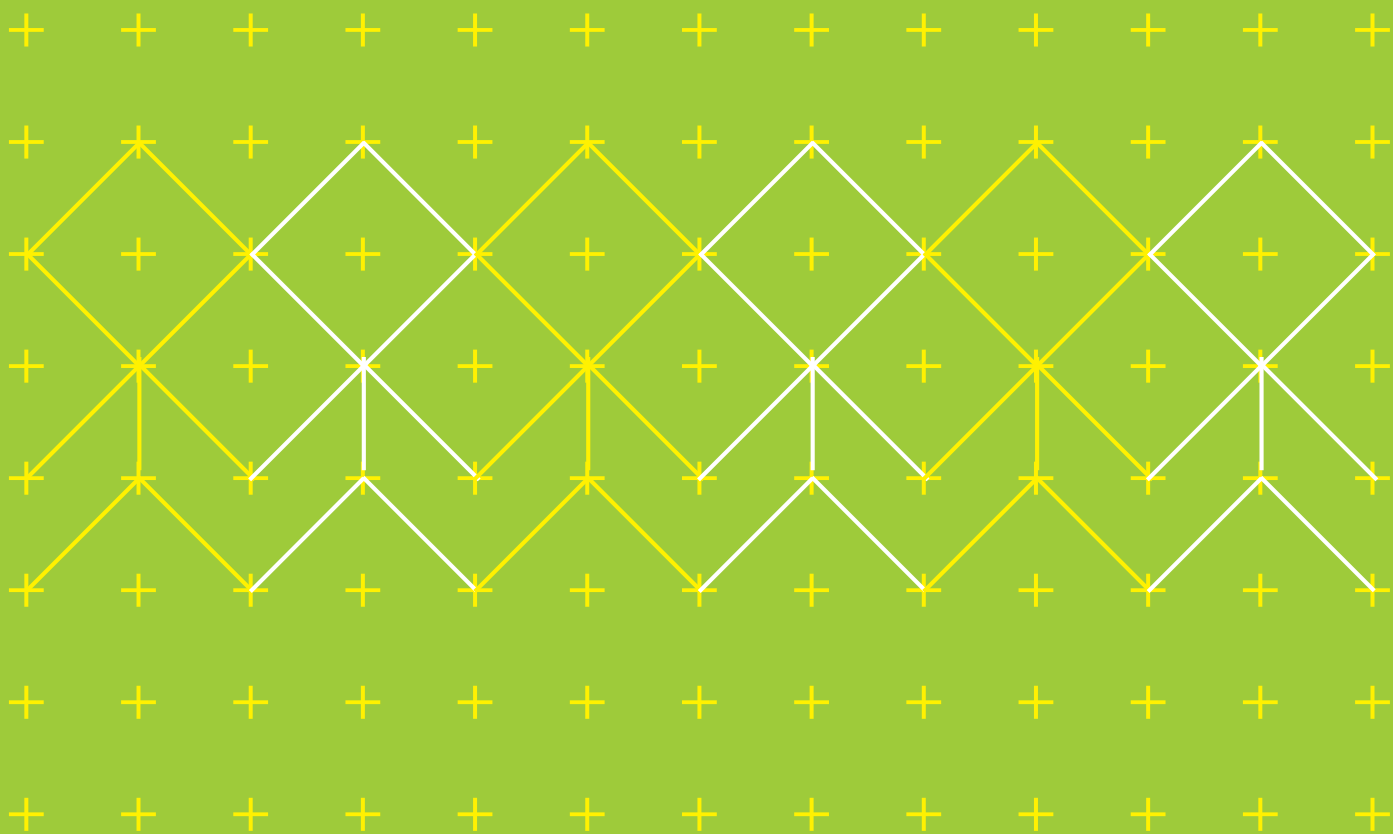
- hot weather causes warm sea water to evaporate quickly into the air
- this makes the air over the sea warmer, so it rises up (hot air always rises)
- all air usually moves in a slow circle, but the fast rising air increases the speed. The air begins to spin fast as it rises
- the fast spinning sucks up more and more hot air, and this causes very strong circular winds.

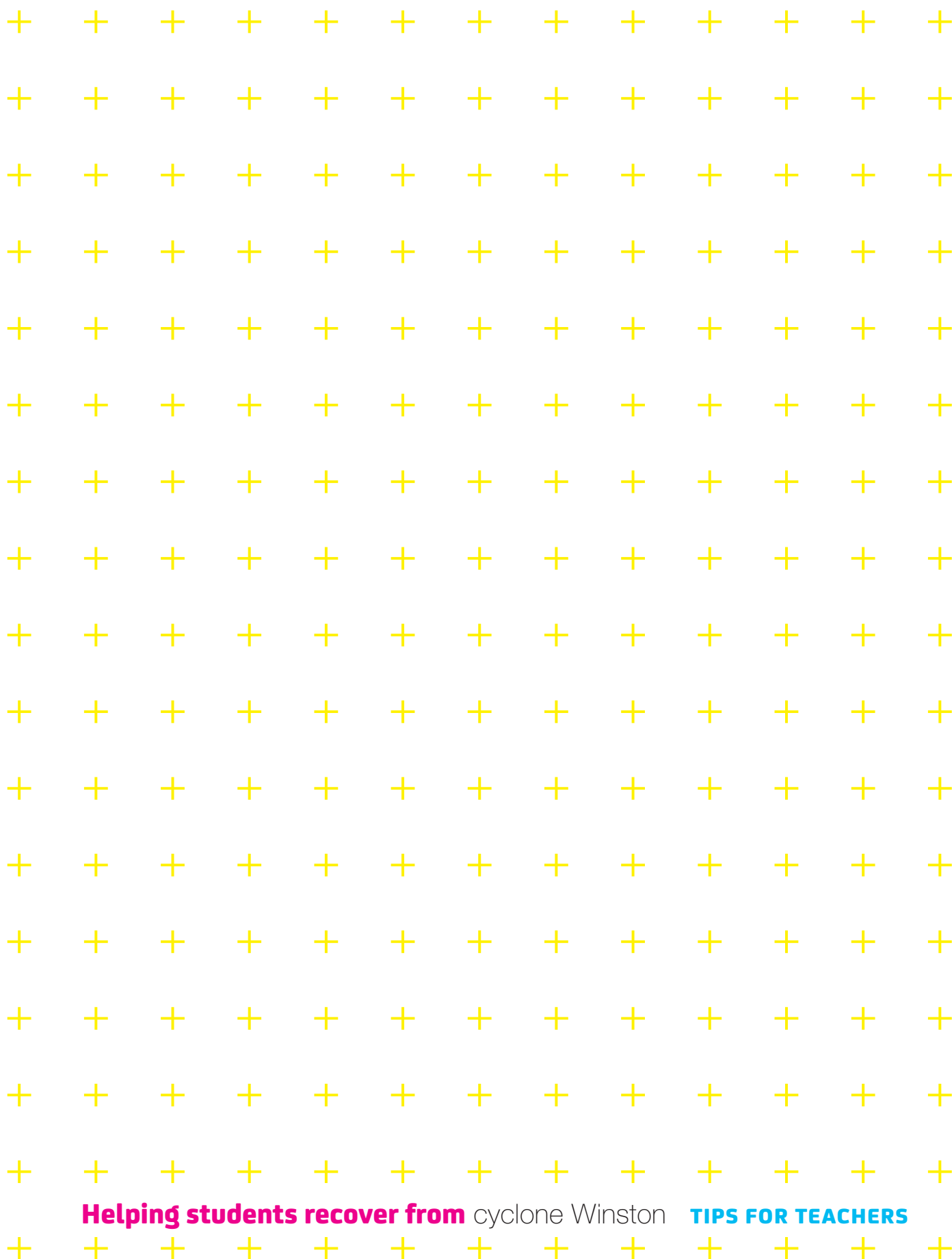
Sea water along the coast rises up as a cyclone comes towards it because:

- the winds push sea water towards the land
- because the sea is shallow near land, the water can't escape back into the sea, so the water level rises much higher than normal, and low lying land becomes flooded
- big waves form on top of the water, and these act like a bulldozer to everything in the water's path. This often causes more damage than the cyclone's winds.



+ This book is dedicated to all those that lost their lives during cyclone Winston and to all the children of Fiji that have been affected. +





Helping students recover from cyclone Winston **TIPS FOR TEACHERS**